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UIN SUSKA RIAU

BY

FANI SUKMA DEWI

11314203901

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU

1442 H/2021 M

THE USE OF RIPPE WRITING STRATEGY ON TEACHING WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF SMPN 17 PEKANBARU

A Thesis

Submitted as Partial Fulfillment of the Requirements
for the Award of Undergraduate Degree of Education
(S.Pd.)



UIN SUSKA RIAU

By

FANI SUKMA DEWI

SIN.11314203901

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM

RIAU PEKANBARU

1442 H/2021 M

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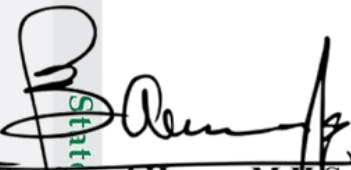
The thesis entitled *The Use of Ripple Writing Descriptive Text at the Eighth Grade of SMPN 17 Pekanbaru* written by Fani Sukma Dewi, SIN. 1314203901. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree at Education and Teacher Training Faculty of State Islamic University (UIN) Sultan Syarif Kasim Riau, to fulfill requirement for the Award of Undergraduate Degree (S.Pd.) in English Education.

Pekanbaru, Rajab 3rd, 1442 H
February 15th, 2021 M

Approved by

Supervisor

The Head of the English
Education Department


Drs. Samsi Hasan, M.Pd.
NIP. 196510281997031001


Nurdiana, S.Pd.I., M.Pd.
NIP. 198108222014112003

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State Islamic University of Sultan Syarif Kasim Riau

EXAMINERS APPROVAL

The thesis entitled *The Use of Ripple Writing Descriptive Text at the Eighth Grade of SMPN 17 Pekanbaru* is written by Fani Sukma Dewi, SIN. 1314203901. It has been approved and examined by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Rajab 7th, 1442 H/February 19th, 2021 M as one of the requirements for the Undergraduate Degree (S.Pd) in English Education.

Pekanbaru, Rajab 6th, 1442 H

February 18th, 2021 M

Examination

Committee

Examiner I

Dr. Granita, M. Si

NIP.197209182007102001

Examiner III

Cut Raudhatul Miski, M.Pd

NIP.197901092009012011

Examiner II

Erdawati Nurdin, M.Pd

NIP.198710192015032003

Examiner IV

Hayatun Nufus, M.Pd

NIP.198710312015032005

Dean

Faculty of Education and Teacher Training

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.

NIP.197407041998031001

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In the name of Allah, the Lord of the World. The Beneficent and the Most Merciful, Praises belong to Allah Almighty. By His guidance and blessing, the researcher has accomplished the final research paper as an academic requirement to finish her bachelor degree. Then, may shalawat and salam always be presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people up all around the world. The researcher is truly grateful for her beloved parents, Isman and Asmawati who has given their love, care, bless and supports in life. Thank you so much Mom and Dad.

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Pekanbaru, February 18th, 2021

The Researcher

FaniSukmaDewi

11314203901

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ABSTRAK

Fani Sukma Dewi, (2021): Penggunaan strategi menulis *Ripple* terhadap Kemampuan Menulis Siswa di Sekolah Menengah Pertama Negeri 17 Pekanbaru.

Fokus utama dari penelitian ini adalah untuk mengetahui apakah ada atau tidak pengaruh yang signifikan dari penggunaan *strategi Ripple Writing* pada kemampuan menulis siswa di SMP Negeri 17 Pekanbaru. Penulis merumuskan masalah menjadi dua rumusan masalah yang akan dijawab dengan menggunakan penelitian kuantitatif, yaitu; 1 Apakah ada pengaruh yang signifikan dari penggunaan *strategi Ripple Writing* pada Kemampuan menulis siswa di SMP Negeri 17 Pekanbaru? dan 2) Pada komponen manakah penggunaan *strategi Ripple Writing* memiliki efek terbesar pada kemampuan menulis siswa ? Penelitian ini memiliki dua variabel, *strategi Ripple Writing* sebagai variabel independen dan kemampuan menulis siswa sebagai variabel dependen. Penelitian ini merupakan penelitian kuasi eksperimental. Penulis memilih dua kelas dari total 5 kelas menggunakan teknik pengambilan sampel kelompok secara acak: kelas eksperimen dan kontrol. Ada 57 siswa sebagai sampel dari 153 siswa. Dalam pengumpulan data, penulis menggunakan observasi dan tes menulis. Dalam menganalisis data, penulis menggunakan rumus *independent sample t-test* dihitung dengan menggunakan SPSS versi 23 dilanjutkan dengan menggunakan rumus *eta square*. Berdasarkan analisis *t-test*, nilai sig. adalah 0,000. Hal ini dapat dinyatakan bahwa $0,000 < 0,50$. Kemudian, *effect size* adalah 0,53 pada tingkat yang besar, maka H_a diterima. Penulis menyimpulkan bahwa ada pengaruh yang signifikan dari penggunaan *strategi Ripple Writing* pada Kemampuan menulis siswa di SMP Negeri 17 Pekanbaru. Dan efek terbesar ada pada komponen keempat dari kemampuan menulis yaitu kosakata dimana nilai *effect size* adalah 0,45 pada tingkat tinggi.

Kata kunci: strategi Ripple Writing, kemampuan menulis, Teks deskriptif.

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ABSTRACT

Fani Sukma Dewi, (2021):The Use of Ripple Writing Strategy on Teaching Writing Descriptive Text at The Eight Grade of SMPN 17 Pekanbaru

The main focus of this research is to investigate whether there was a significant effect of using Ripple Writing Strategy on students' writing ability for Eighth grade students of Junior High School 17 Pekanbaru. The writer formulated the problems into two research questions that would be answered by using quantitative research, that is; 1) Is there any significant effect of using Ripple Writing Strategy on the students' writing ability at the eighth grade of Junior High School 17 Pekanbaru?, and 2) On which component of students' writing ability does Ripple Writing strategy have the highest effect?. This research had two variables, Ripple Writing Strategy as an independent variable and students' writing ability as a dependent variable. This research was a quasi-experimental research. The writer selected two classes from total five classes by using cluster random sampling technique: experimental and control class. There were 57 students as sample out of 153 students. In collecting the data, the writer used observation and written test. In analyzing the data, the writer used independent sample t-test formula calculated by using SPSS 23 version continued by using eta square formula. Based on the analysis of t-test Formula, the sig. value is 0.000. It could be stated that $0.000 < 0.05$. Then, the effect size is 0.53 categorized into large level. The writer concluded that there is significant effect of using Ripple Writing Strategy on students' writing ability at Junior High School 17 Pekanbaru. And the biggest effect was occurred on the fourth component of writing ability that is vocabulary where the effect size is 0.43 categorized into high level.

Key words: Ripple Writing Strategy, Writing Ability, Descriptive text

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ملخص

فاني سوكما ديوي، (٢٠٢١): استخدام استراتيجية كتابة تموج لمهارة كتابة التلاميذ في المدرسة المتوسطة الحكومية ١٧ بكنبارو

هذا البحث يركز على معرفة ما إذا كان هناك أثر هام لاستخدام استراتيجية كتابة تموج لمهارة كتابة التلاميذ في المدرسة المتوسطة الحكومية ١٧ بكنبارو. وطرح في الباحثة سؤالين ستم إجابتهما من خلال البحث الكمي، وهما: (١) هل هناك أثر استخدام استراتيجية كتابة تموج لمهارة كتابة التلاميذ في المدرسة المتوسطة الحكومية ١٧ بكنبارو؟ (٢) في أي عناصر يؤثر استخدام استراتيجية كتابة تموج بشكل أكثر لمهارة كتابة التلاميذ؟ ولهذا البحث متغيران، وهما استراتيجية كتابة تموج ومهارة كتابة التلاميذ فالأول متغير مستقل والثاني متغير غير مستقل. وهذا البحث هو بحث شبه التجربة. واختارت الباحثة الفصلين من خمسة فصول ليكونا عينة للبحث بشكل عشوائي: أي الفصل التجريبي والضبطي. وهناك ٥٧ تلميذاً يكونون عينات للبحث من مجموعة ١٥٣ تلميذاً. وجمع البيانات قامت الباحثة بالملاحظة والاختبار التحريري. وتحليل البيانات استخدمت صيغة اختبار-t للعينة المستقلة من خلال برنامج الحزمة الإحصائية للعلوم الاجتماعية لرواية ٢٣ ثم صيغة إيتا سكوير. وبناء على تحليل اختبار-t عرف بأن قيمة سيح. ٠٠،٠٠٠. فعبر بأن ٠٠،٥٠ > ٠،٠٠٠. ومدى الأثر هو ٠،٥٣. في المستوى الكبير، الفرضية البديلة مقبولة. فاستنتجت الباحثة بأن هناك استخدام استراتيجية كتابة تموج لمهارة كتابة التلاميذ في المدرسة المتوسطة الحكومية ١٧ بكنبارو. وكان في العنصر الرابع لمهارة الكتابة وهو مفردات حيث مدى الأثر ٠،٥٣. في المستوى العالي.

الكلمات الأساسية: استراتيجية كتابة تموج، مهارة الكتابة، النص الوصفي.



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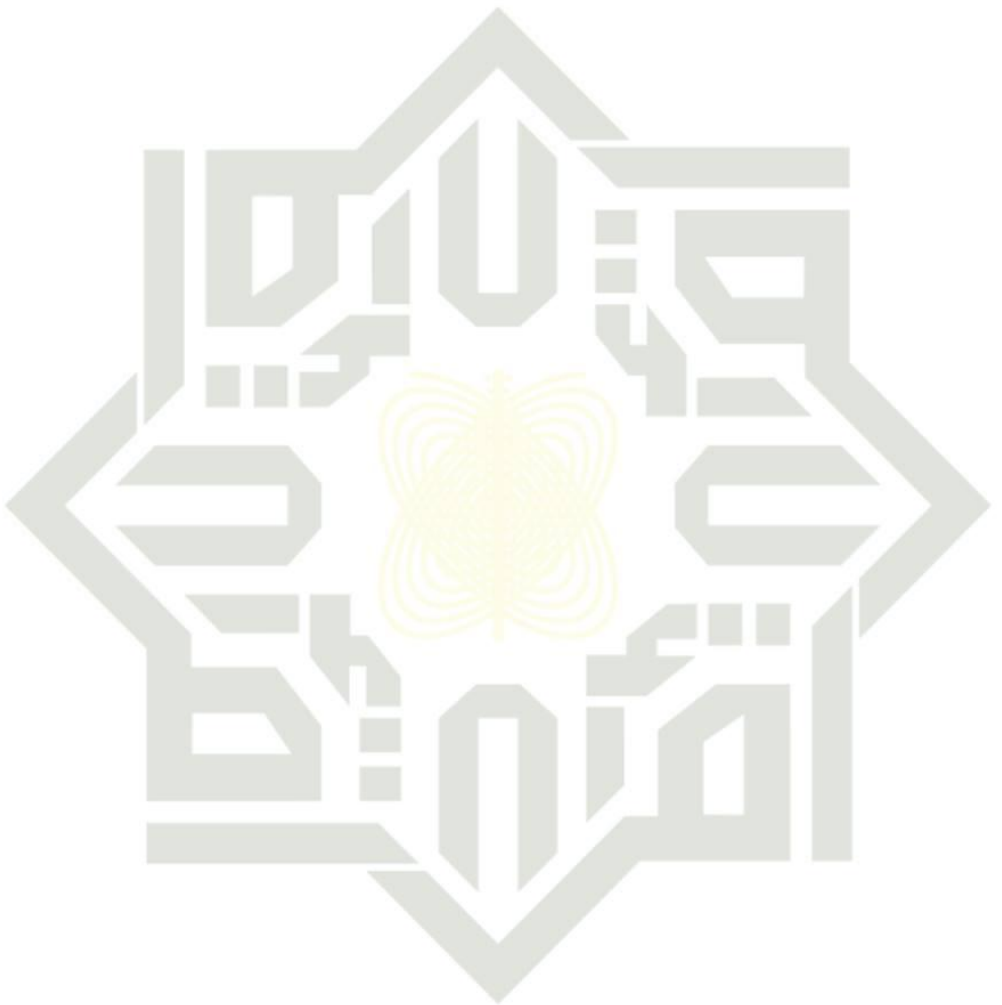


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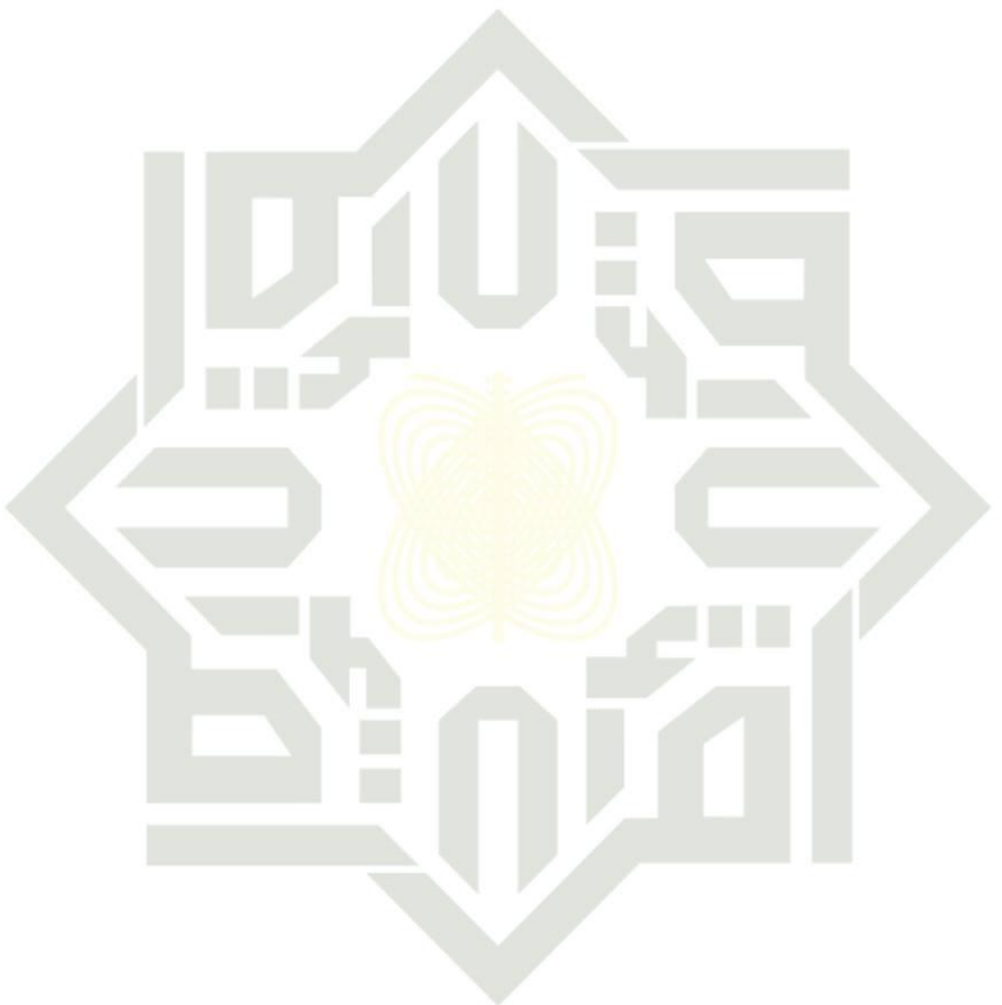
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CHAPTER I

INTRODUCTION

A. Background of the research

Writing was a skill that is important to be learned. It could improve students' language. This skill stimulated students' cognitive that was useful for students who learned a language. Writing was a combination of process and product. The process in writing itself tend to focus more on the varied classroom activities which promotes the development of language through a sequence of process until final working.

Meanwhile, the product of writing explained about the students encouraging making a text which was usually presented in written form which would be comprehensible to readers. Therefore, a good product depended on a good process of writing itself.

Through writing, students could share their feelings, ideas, thoughts, information, and experiences in the written words. Briefly, the students should understand how to communicate their ideas in writing themselves and also stimulated their cognitive in learning English.

Means and Linder (1983: 13) define that writing is an indirect way to convoy the intent of the author to the reader; it is said as an expression or speech in written. Fulwiler (2002:10) who states that writing is the thinker's way of exploring the world, inside and out. It mean that writing was an action to explore the ideas in written form about our mind or story for yourself and your living.

According to Syafi'i there are five aspects in writing; there are content, grammar, form, style, and mechanics. Content is the substance of the writing or how the idea is expressed, form is the organization of the content, grammar is the employment of grammatical forms and syntactic patterns, style is the choice of structures and lexical items to give a particular flavor to the writing, and the last is mechanics is the use of the graphic conventions of the language. These aspects always became difficult things in mastering writing.

Thus, writing was a combination of process and product. The process in writing itself focused on the students' activities in teaching learning process, especially in the classroom. Meanwhile, the product of writing explained about the students to make a text which in could be comprehension and interesting for the reader in order to made the readers interesting

Based on preliminary study of the researcher , in a junior high school in Pekanbaru, the writer identified students' problem related to English writing. Nowadays, Indonesian goverment implements the 2013 Curriculum which states that students of eighth grade of Junior High School should be able to wrote a writing product such as descriptive text, and recount text.

Based on school based curriculum of State Junior High School 17 Pekanbaru there were some basic competences for eighth grade students in Writing Ability:

1. Some of students were able to know vocabulary and identified meaning of words in the text.

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2. Some of students were able to identify the vocabulary in the text.
3. Some of students were able to write the word and the meaning..

Based on preliminary study by researcher in State Junior High School 17 Pekanbaru that some students were still confront the problems and difficult in English, especially on writing ability. Their ability in writing were still very far from the expectation of curriculum (KKM) which was 75.

SMP 17 Pekanbaru is one of the educational institutions that use School Based Curriculum (KTSP) in the process of teaching and learning. SMP 17 Pekanbaru is one of the schools in Riau Province . The students are have to more learn and much write individually to improve their ability especially in writing descriptive text. But, there is a big problem if they are not supported by the effective strategy in learning process. In teaching and learning process, students are expected to be able in writing descriptive the text by many ways. In this school the teacher only used text book and conventional media . It is not overall, but there is some of the teacher still done the old strategy. And it will make students not interested in writing the text.

The students do not know the language futures of descriptive text. Some of students could not understand a text because they did not know the main idea of the text, lack of grammar and vocabulary. In the broader area of English language teaching, the problem of writing a descriptive text has been a subject of studies for years. These problems can be seen into the following symptoms, include:

1. Some of the students are not able to write descriptive text correctly.
2. Some of the students always have lack of grammar and vocabulary.

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3. Some of the students do not know the main idea of idea and difficulties to get the key point of text.
4. Some of students do not know the language futures of descriptive text.
5. Some of students are not able to pay attention in learning process.

These symptoms can be seen some students confront the problems and difficulty in English, especially on writing descriptive text. From the observation, the writer found that students have low motivation to write in English. They mostly think that writing was so complicated. Students also lack of creating ideas in writing. Besides, not all teachers implement various kinds of teaching strategy to their students. They usually use the traditional method in giving explanation and doing assignment whereas students' really need a new method, strategy, or technique which was creative and interesting. Based on explanation above, the writer is interested to have a study in writing skill by implementing Ripple Writing Strategy. The writer choose this technique because it helped students for finding ideas and developing their pharagraph

Based on the phenomena above, the researcher will try to overcome the students' problems in writing descriptive text by Ripple strategy. Aragoni (2009:1) Ripple Writing Strategy is a strategy that the students can use to identify material for body paragraph development. Ripple Writing Strategy will guide the students how to pick idea about what should be written and what characters be included.

Furthermore, Margaret (2009:133) describes that Ripple Writing Strategy is a strategy that plans who is the characters, what is the is the setting that organizes, and write more ideas. It explained that is strategy can help writer or student to write by considering some points such as characters, setting or



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organization, and ideas. It will also guide the students to develop their idea what descriptive looks like.

So, the researcher considers that using Ripple strategy can be useful, easy, to increase and improve their ability in writing descriptive text of education. The researcher is interested in conducting a research entitled **“The Use of Ripple Strategy on Student’s Writing Ability in Descriptive Text at the Eighth Grade of SMPN 17 Pekanbaru”**.

B. The Problem

1. The Identification of the Problem

Based on the background illustrated above, it is very clear that the students still have a lot of problems. To make it clearly, the problems in this research can be identified as follows:

- a. Why are some of the students not able to write descriptive text correctly?
- b. Why do some of the students always have lack of grammar and vocabulary?
- c. Why do some of the students not know the main idea of idea and difficulties to get the key point of text?
- d. Why do some students not know the language futures of descriptive text?
- e. Why are some of students not able to pay attention in learning process?

2. The Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems about the students’ writing ability. Thus, in this research the writer will limit the effect using of Ripple strategy on students’ writing ability of descriptive text.

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The Formulation of the Problem

Based on the problem limited above, thus, this research questions are formulated as follows:

- a. Is there any significant effect of using Ripple Strategy on students' writing ability in descriptive text for eight grade of SMP 17 Pekanbaru?
- b. Which component of writing text does the use of Ripple Strategy have the biggest effect on student's writing ability of descriptive text ?

The Objectives and the Significance of the Research

1. The Objectives of the Research

- 1.a.To find out whether there is or not any significant effect of using Ripple Strategy on student's writing ability of descriptive text at the SMP 17 Pekanbaru .
- 1.b.To find out on which component of writing text does the use of Ripple Strategy have the biggest effect on student's writing ability of descriptive text.

2. The Significance of the Research

By doing the research, the researcher hopes that it can:

- a. Hopefully these research findings are able to benefit to writers as a novice research's learning how to conduct a research.
- b. These research finding are also expected useful and valuable especially for students and teachers of English at the second year students of SMPN 17 Pekanbaru.

- c. Besides, these research findings are also expected to be positive information, especially for those who are aware teaching and learning English as a foreign language.
- d. Finally these research finding are also expected to be practical and theoretical information to the development of the theories on English language teaching.

D. Definition of the Term

1. Effect

Effect is a result or an outcome. According to Richards & Schmidt (2010) effect is a measure of the strength of one variable's effect on another or the relationship between two or more variables. On the other hand, the researcher concludes that effect is the result that comes or changes because something else. However, in this research, the term of effect refers to The Effect of Using Ripple strategy in Teaching Writing Descriptive Text at the Second Grade at Junior High School 17 Pekanbaru.

2. Ripple Strategy

Ripple writing Strategy is a strategy that helps students to identify material for body paragraph development. Aragoni (2009:1) Ripple Writing Strategy is a strategy that the students can use to identify material for body paragraph development. Ripple Writing Strategy will guide the students how to pick idea about what should be written and what characters be included. Furthermore, Margaret (2009 :133) describes that Ripple Writing Strategy is a strategy that plans who is the characters, what is the is the setting that organizes, and write more ideas.

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3. Writing

Means and Linder (1983: 13), define that writing is an indirect way to convey the intent of the author to the reader; it is said as an expression or speech in written. Fulwiler (2002:10) who states that writing is the thinker's way of exploring the world, inside and out. It means that writing is an action to explore the ideas in written form about our mind or story for yourself and your living.

4. Descriptive Text

Harmer (2004: 67) stated descriptive text is a text having aim to describe a particular person, place or thing. Thus, descriptive text describes a person, place or thing by using present tense which is the purpose of this text is to describe something. The generic structure in narrative text there are identification and description.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

In this research related theories, research of study elaborated some related theories dealing with using Ripple Strategy in teaching writing. Those describe as follows:

1. Writing

In this section, some definitions' of writing are clarified. Those are derived from some experts that will be meaningful to support this research. All of those will be signified based on the relation of the ideas itself. In the first definition comes from Means and Linder (1983), define that writing is an indirect way to convey the intent of the author to the reader; it is said as an expression or speech in written. Fulwiler (2002) who states that writing is the thinker's way of exploring the world, inside and out. It means that writing is an action to explore the ideas in written form about our mind or story for yourself and your living.

Linse (2005) has different opinion about writing process that will be instructed in some stages: first, prewriting is the process of reviewing what the students have been doing related to writing and asks a number of questions to focus on what they have already done. Second, writing is the next step after prewriting that is to get thoughts and ideas down on paper related to the chosen topic. Third, revising is a process of occurring when a writer looks for feedback from the teacher or another student and have a tendency to think that once words are down on paper.

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As a teacher must know how to make the interesting learning process to make writing itself in the class. Furthermore, the teacher has to make the students' understanding of the materials and also makes the students that able to produce a good written text from the ideas in their mind. This statement is supported by Allman (2000) who states that teaching writing is as a process rather than a product, the teacher equips the students with a terrific tool, their own words to use at their command. It means that teaching writing makes the students can produce the written form from process of writing.

According to Hyland (2003) there are ten processed in writing, there are as follow:

- a. Selection of topic: by teacher and/or students.
- b. Prewriting: brainstorming, collecting data, note taking, and outlining.
- c. Composing: getting ideas down on paper.
- d. Response to draft: teacher/peers respond to ideas, organization, and style.
- e. Revising: reorganize, style, adjusting to readers, refining ideas.
- f. Response to revision: teacher/peers respond to ideas. Organization and style.
- g. Proofreading and editing: checking and connecting form, layout, and evidence.
- h. Evaluation: teacher evaluates progress over the process.

2. Descriptive Text

Descriptive text is giving vivid detail of how something or someone looks. Gerrot and Wignell (1994) define that descriptive text is the text that gives information and describes a particular person, place or thing. They also tell about the generic structure of descriptive text, there are two parts in descriptive text: first identification, it is to identify phenomenon to be described. In this part the writer identifies and gives some information about the ideas or the object that will be described.

In addition Wishon (1980) states description gives sense impression they feel, sound, taste smell, and look of things. Moreover Kane(2000) states that description deals with perceptions-most commonly visual perceptions.

In line with above paragraph, descriptive text can conclude that a text which the characteristics of something. The features of descriptive text are social function and generic structures. Social function is purpose of why the writer writes the text. Second, generic structure is organizational structure of the text.

2.a. Social Functional of Descriptive Text

According to Zahrowi (2009) descriptive writing or text is usually also used help writer develop an aspect of their work. To complete our intention, here are the characteristics based on descriptive writing or text, below; As a feature, description is a style of writing which can be useful for other variety of purposes as:

- To engage a reader's attention

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- To create characters
- To set a mood or create an atmosphere
- To bring writing to life

2.b. Generic structure of descriptive text

1. Identification

It is a part of paragraph which introduces or identifies the character.

2. Description

It is a part of paragraph which describes the character.

2.c. Language Features of Descriptive Text

1. Using simple present tense
2. Using action verbs
3. Using passive voice
4. Using noun phrase
5. Using adverbial phrase
6. Using technical terms

3. Writing Descriptive Assessment

In giving the students' writing a descriptive text, the researcher will use the Brown scoring rubrics adopted by English teacher of SMPN 12 Pekanbaru. The rating scale table can be seen as follow:

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Table 2.1

The Rubrics of Writing Descriptive Assessment

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the detail are relating to the topic.	3x
	3	The topic is complete and clear but the detail are almost relating to the topic.	
	2	The topic is complete and clear but the detail are not relating to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20%	4	Identifications is complete and description are arranged with proper connectives.	2x

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- Identification - Description	3	Identifications is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identifications is not complete and descriptions are arrange with misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	

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Vocabulary (V) 15%	1	Frequent grammatical or agreement inaccuracies.	1,5x
	4	Effective choice of words and word forms.	
	3	Few misused of vocabularies, word form but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Mechanics (M) 15% - Spelling	4	It uses correct spelling, punctuation, and capitalization.	1,5%
	3	It has occasional error of spelling, punctuation and	

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<ul style="list-style-type: none"> - Punctuation - Capitalization 		capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling punctuation and capitalization.	
<p>Maximum score = 40</p> <p>Score = $\frac{3C+20+2G+1,5V+1,5M}{40} \times 10$</p>			

(Adapted from Brown:2010)

4. Teaching Writing Descriptive Text by Using Ripple Strategy

Aragoni (2009) explains that Ripple Writing Strategy is a strategy that helps students to identify material for body paragraph development. High interest readings from a variety of genres have been chosen to engage students in critical thinking. Each chapter is organized around a single topic and contains two or three readings. Journal questions, pre reading activities, and comprehension and vocabulary activities accompany each reading. It means that Ripple Writing Strategy is a strategy that starts to write a thesis and support essay in the written form especially and develops body of a paragraph.

There are some advantages in Ripple Writing Strategy. Aragoni (2009:2) states that advantages of Ripple Writing Strategy is to increase distant from a pebble's entry point of the writer and systematically examine information sources in ever-widening rings. It means that Ripple Writing Strategy can examine other information sources seeking evidence increasingly distant from the writer and sometimes the quickest way to get information by asking someone in person, phone, or in an email.

Furthermore, Margaret (2009) describes that Ripple Writing Strategy is a strategy that plans who is the characters, what is the setting that organizes, and write more ideas. It explained that is strategy can help writer or student to write by considering some points such as characters, setting or organization, and ideas. This strategy leads the students to determine the characters, make organization then how to explore the ideas. It is intended to help students organize their notes. On the other hand, the students will be careful and precise for their text before write into piece of paper.

Aragoni (2009) states there are some advantages in Ripple Writing Strategy :

1. Ripple Writing Strategy is to increase distant from a pebble's entry point of the writer and systematically examine information sources in ever-widening rings.
2. Ripple Writing Strategy can increase students writing because it helps them to organize their idea systematically.

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3. Student can write text easily by using component of Ripple Writing Strategy.
4. Student can improve the complexity, length, and cohesiveness in writing process.
5. Ripple Writing Strategy can help students think productively before writing and then sequence their ideas logically.

According to Argoni (2009) the students are taught to apply the following procedures in using Ripple writing Strategy:

1. The teacher gives students on groups, then creating a working identification from a topic which they got.
2. Developing a sentence outline from a topic.
3. Then, assessing the potential sources of evidence for body development (Ripple Strategy).
4. Next, Researching based keywords.
5. After that, expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.
6. And the last they must edit their written text before showing in front of class.

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B. Review of the Related Findings

There are writer that have been done the research related to ripple writing strategy and writing. The first, Framita (2012) conducted the research entitled “THE EFFECT OF RIPPLE WRITING STRATEGY ON STUDENTS’ WRITING ACHIEVEMENT of English Education Department Students of STKIP PGRI Sumatera Barat in the Academic Year 2012/2013. She found that result indicated that the students who were taught using Ripple Strategy outperformed the students who were taught using conventional technique, and there was an interaction between kind of strategy and students beliefs about language learning. The result of test showed that for the students who hold positive beliefs, Ripple writing strategy gave better contribution in writing achievement.

The second, Diah (2012) conducted the research entitled “The Effect of Ripple Writing Strategy and Learning Style on Writing Descriptive of Grade XI Students at SMA Dwijendra Bualu in Academic Year 2011/2012”. She found that post-test were administered to all groups after the twelfth meeting. A two-way ANOVA test indicated that the experimental group students who were taught using Ripple Writing Strategy outperformed the group of students who were taught using the conventional writing technique.

The third, Kemal (2009) conducted the research entitled “The Effect of Ripple Writing Strategy on Expository Text and Summary Writing of Fourth and Fifth-Grade Students in an Urban, Title 1 School”.

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He found that these results suggest that Ripple Writing Strategy can improve the expository writing of urban, Title 1 students. These findings provide evidence to encourage the teaching of summarization strategies to promote writing achievement especially with students who are lagging behind their peers in the area of writing.

C. Operational Concept

In this term writer would explain briefly about variable of this research. There are two variables used. The first is Ripple strategy, the second is writing ability. Ripple strategy is an independents variable that known as X variable and writing ability is a dependent variable that known as Y variable. To avoid misunderstanding and misinterpretation, the writer will classify these variables into some indicators as follows:

1. The teacher gives students on groups, then creating a working identification from a topic which they got.
2. The students developing a sentence outline from a topic.
3. Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).
4. Next, the students researching based keywords.
5. After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they

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write, they must prepare an evidence source to build writing skeleton to become a good paragraph.

6. And the last the students must edit their written text before showing in front of class.

The indicators of variable Y are as following:

- 6.a. The students are able to write their idea base on the content
- 6.b. The students are able to write by organization
- 6.c. The students are able to identify the grammar.
- 6.d. The students are able to write correct vocabulary.
- 6.e. The student are able to write with mechanics.

D. Hypothesis

- a. Alternative Hypotheses (H_a)

H_a = There is a significant effect on students' writing descriptive text at the second grade students of SMPN 17 Pekanbaru.

- b. The null hypothesis (H_o)

H_o = There is no a significant effect on students' writing descriptive text at the second grade students of SMPN 17 Pekanbaru.

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CHAPTER III

RESEARCH METHODOLOGY

A. The Research Research Design

This research is an experimental research. According to Creswell (2012) experiment is testing an idea (or practice or procedure) to determine whether or not it influences an outcome or dependent variable. In this research, the researcher will use quasi experimental research. Creswell (2012) also stated that quasi experiment includes assignment, but not random assignment of participants to groups because the experimenter cannot artificially create groups for the experiment. Therefore, the researcher will use quasi experiment due to the limitation of the participants that consisted of two classes only.

In this research, the writer used an experimental design with pre test and post test was called experimental class administrated by using Ripple Writing Strategy and another was the control class that was administrated without Ripple Writing strategy. However, the material given and purposes of the research to each class were the same. There were twice of test given in this research; they were pre-test given before the treatment and post-test given after the treatment was to find out the effect of use Ripple Writing Strategy. The treatment was only given to experimental class.

B. Location and Time of the Research

This research will be conducted at the second grade students at junior high school 17 Pekanbaru. It is located on Pembangunan Street. This research will be conducted on August 2020.

C Subject and Object the Research

The subject of this research the eighth grade students at junior high school 17 Pekanbaru while the objects the using of ripple strategy on students' writing ability of descriptive text.

D Population and Sample of the Research

1. The Population of the Research

The population of this research all students of the eight grade at junior high school 17 in 2020/2021 academic year. It consists of 5 classes; they are VIII 1, VIII 2, VIII 3, VIII 4, and VIII 5 class. The total of population of this research are 153 students. The specification of population can be seen on the table III.1 below:

Table III.1
The Population of the Second Grade Students of
Junior High School 17 Pekanbaru

No.	Class	Number of Students
1.	VIII 1	31
2.	VIII 2	33
3.	VIII 3	30
4.	VIII 4	27
5.	VIII 5	32
	TOTAL	153tudents

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2. The Sample of the Research

Based on the limitation of the research, the writer took only two classes as the sample of this research. Based on Arikunto in Nurul, sampling is choosing some of research subject as the representative of the population therefore was produced sample that represent the population. If each cluster was itself a mini-representation of the larger population, randomly selecting and sampling from the clusters allows you to imitate simple random sampling, which in turn supports the validity of your results. Conversely, if the clusters were not representative, then random sampling will allowed you to gather data on a diverse array of clusters, which should still provided you with an overview of the population as a whole.

Then, the writer used Cluster random sampling. It was done by selecting group (not individual) because all members of selected group had similar characteristics. According to Gat et al, (2012) cluster sampling randomly select groups, not individuals. In cluster sampling, researchers divided a population into smaller groups known as **clusters**. They then randomly select among these clusters to form a sample. Cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. Researchers usually use pre-existing units such as schools or cities as their clusters.

Therefore, the writer will select two groups of students to sample in this research. They are students of VIII.4 as a control class with 27 students and VIII.3 as a experimental class with 30 students.

E. The Technique of Collecting the Data

Collecting the data is one of the most important parts in a research . in this research the writer used observation and test to collect the data.

1. Test

Test will be used to written test . According to Brown (2004) test is a method to measure a person' ability, knowledge, or performance to perform the language. The test is writing descriptive text. Students are asked to write about descriptive text related to the topic on syllabus at junior high school 17 Pekanbaru

a. Pre test

Pre test will be given before treatment. According to Creswell, (2012) pre test provides a measure on some attribute or characteristic that you asses for participant in an experimental before they receive the treatment. Pre test will be used to collect the data about reading descriptive text comprehension of the students before giving treatment to the experimental class and before giving no treatment to the control class. The test will be given to class VIII.3 as experimental class and class VIII.4 as control class.

b. Post test

Post test give after teaching several times. It will give to both of the class. Post test to collect the data about writing descriptive text ability of the students after giving treatment to the experimental class and after giving no treatment to the control class. According to Gay et al.,(2012) post test score will compared to determine the effectiveness of the

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treatment. So that the score of post test will be compared to know the effect of the treatment. The test will be given to class VIII as experimental class and class VIII B as control class.

F. The Validity and Reliability of Instrument Test

1. Validity

Before carrying out a test, it is necessary to know the validity of instrument. According to Hughes (2003) a test is said to be valid if it measure accurately what it is intended to measure. It means that a test is valid if it really measures what we actually want to be measured. Validity suggests truthfulness and refers to the match between a construct, or the way a researcher conceptualizes the idea in a conceptual definition, and a measure. It refers to how well an idea about reality “fits” with actual reality. Validity is used to mean true or correct. It refers to how well the conceptual and operational definitions mesh with each other. When an indicator is valid, it is valid for a particular purpose and definition. The calculation uses SPSS program.

2. Reliability

A test must be reliable as measuring instrument. Reliability is necessary characteristic of any good test for it to be valid at all a test must first be reliable as a measuring instrument. If the students are given the same test on two different occasions, the test should yield similar results Grounlund in Brown (2004: 22). The good quality of instrument is determined by the instrument reliability. Reliability is the consistency of the assessment in producing the same score on different testing occasions or with different raters. An instrument is reliable if the result of measurement in same tastes gives consistence or stable result. It suggests that the

same thing is repeated or recurs under the identical or very similar condition.

Reliability of instrument is requisite for validity test. Reliability test uses SPSS.

G. The Technique of Data Analysis

In order to find out whether there is a significant effect of using Ripple strategy in teaching writing descriptive text at the second grade of junior high school 17 Pekanbaru the data will analyzed statistically. In analyzing the data, the writer will use statistical method that is independent sample t-test formula by using SPSS.23.0 version. According to Pallant (2010), an independent sample t-test will be used when you want to compare the mean score in two different groups; control class and experimental class.

$$t = \frac{(X_1 - X_2)}{\sqrt{\frac{(S_1)^2}{n_1} + \frac{(S_2)^2}{n_2}}}$$

Where :

$t = t\text{-test}$

X_1 = mean score of treatment class

X_2 = mean score treatment class

$(S_1)_2$ = Standard Deviation of treatment class

$(S_2)_2$ = Standard Deviation of control class

n_1 : The number of treatment class

n_2 : The number of control class

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After the difference, the writer will find out the effect size of the phenomenon. Pallant (2010) stated that effect size statistic provide an indication of the magnitude of the differences between your groups (not just whether the difference could have occurred by chance). The effect size statistic will be used in this research is eta squared. For t-test, SPSS does not provide eta squared values.

The formula of eta squared is as follows:

$$\eta^2 = \frac{t^2}{t^2 + (n_1 + n_2 - 2)}$$

Where:

- η^2 : Eta Square
 t : t obtained
 n_1 : The number of treatment class
 n_2 : The number of control class

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out whether there is a significant effect of using Ripple Strategy on students' writing ability and to know on which component of writing ability does the use of Ripple Writing strategy have the biggest effect. So, the writer can conclude this research as follows:

1. There is a significant effect of using Ripple Strategy on students' writing ability at Junior High School 17 Pekanbaru at large level.
2. The use of Ripple Strategy at Junior High School 17 Pekanbaru has big effect on the fourth component of students' writing ability of descriptive text, that was vocabulary.

Based on the result of the research, it was clear that the use of Ripple Strategy has important roles in improving students' vocabulary knowledge which can also improve their writing ability.

B. Suggestion

Considering the effect of using Ripple Strategy on students' writing ability, the writer would like to give some suggestion as follows:

1. Suggestion for Teachers

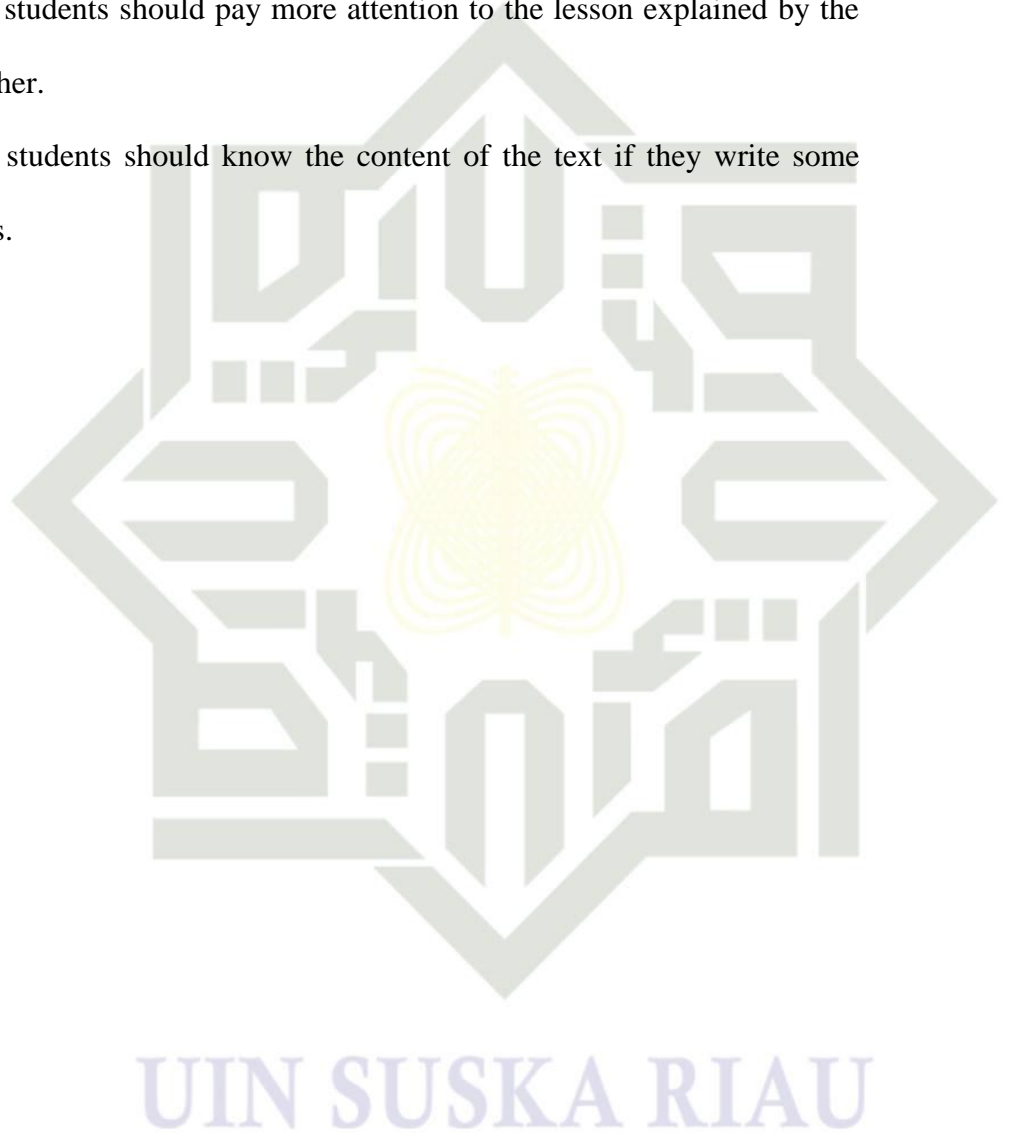
- a. It is recommended to teachers to use Ripple Writing Strategy in teaching writing.
- b. The teacher should be creative to improve the students' ability in writing text by using Ripple Strategy.

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2. Suggestion for Students

- a. The students should be creative to select the kinds of writing materials in order to comprehend more the text and to diminish boredom in learning English especially in writing subject.
- b. The students should pay more attention to the lesson explained by the teacher.
- c. The students should know the content of the text if they write some texts.



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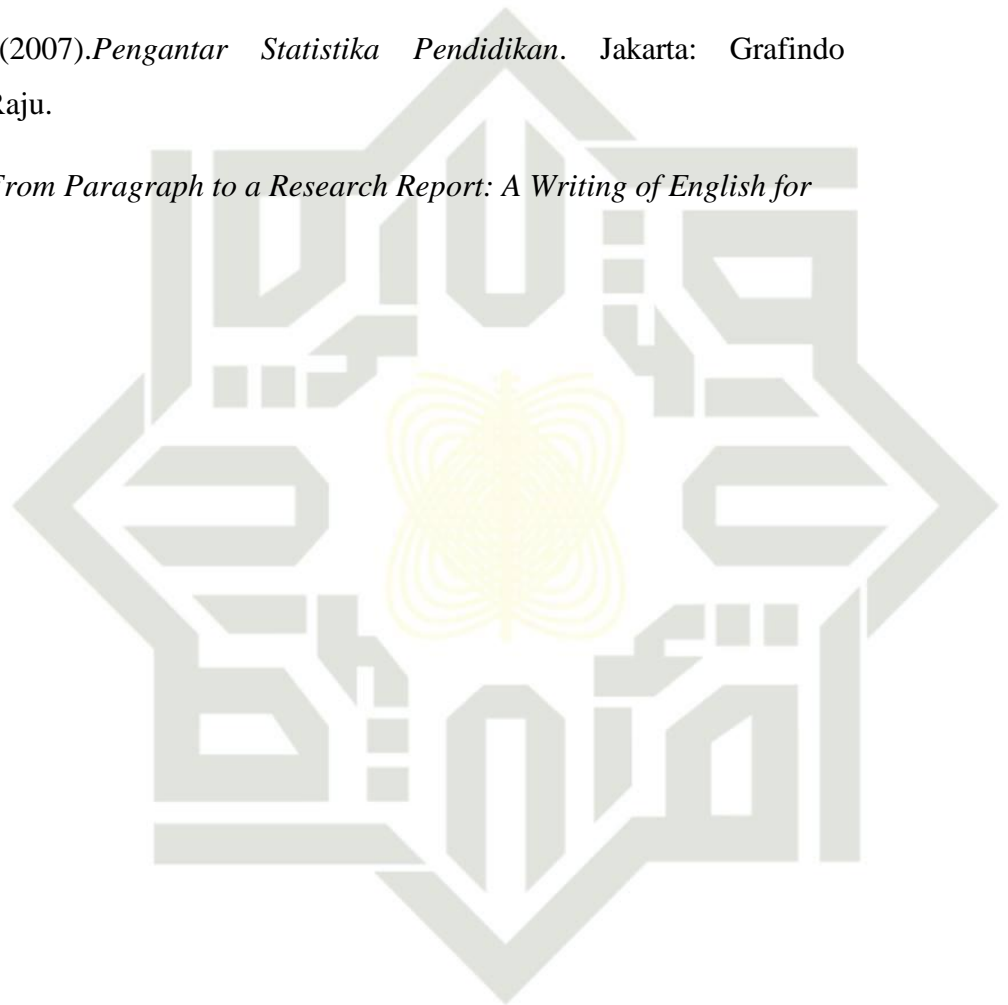
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SILABUS

SEKOLAH : SMPN 17 PEKANBARU
Kelas : VIII (Delapan)
Semester : GENAP
Tahun Pelajaran : 2020-2021
Mata Pelajaran : Bahasa Inggris

Standar Kompetensi :
Memahami :
Mengungkapkan :

: Memahami makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.
 : Mengungkapkan makna dalam teks tulis fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* berinteraksi dengan lingkungan sekitar.

	karakter	Materi Ajar	Kegiatan Pembelajaran	Indikator	PENILAIAN			Alokasi Waktu	Sumber Belajar
					Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>1. Mengidentifikasi : a. Mengidentifikasi hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar. b. Mengidentifikasi hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar.</p> <p>2. Mengungkapkan : a. Mengungkapkan hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar. b. Mengungkapkan hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar.</p> <p>3. Menanggapi : a. Menanggapi hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar. b. Menanggapi hal-hal yang terdapat dalam teks tulis fungsional dan monolog pendek sederhana berbentuk <i>descriptive</i> dan <i>recount</i> dengan ucapan tekanan intonasi yang benar dan berinteraksi dengan lingkungan sekitar.</p>	<p>KETANGGUHAN</p> <p>KECERDASAN</p> <p>KEMANDIRIAN</p> <p>PERCAYA DIRI</p> <p>BERPIKIR LOGIS</p> <p>KREATIF DAN INOVATIF</p> <p>KESANTUNAN</p>	<p>DESCRIPTIVE TEXTS</p> <p>Adjective :Small ,cute ,big. Beautiful.deligent. smart,</p> <p>Giraffe</p> <p>One of the tallest and most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall.</p> <p>The giraffe has big brown eyes which are protected by very thick lashes. The lashes are an important source of protection. They can also cover the giraffe’s nostrils in order to protect its nose. It has brown spots on the skin and this coloring helps protect the giraffe. The giraffe also has two short horns on its head.</p> <p>Like the camel, the giraffe can go for a long time without drinking water. One source of water is the leaves which the giraffe eat from trees. Since it is so tall, the giraffe can reach the tender leaves at the top of a tree.</p> <p>The giraffe lives in small herds and often feed with other animals. A baby giraffe is two metres</p>	<p>1.Mengklasifikasi kan kosa kata verb, adjective dan noun</p> <p>2. Menirukan guru mengucapkan kosa kata terkait.</p> <p>3.Berlatih kosa kata terkait dalam kalimat - kalimat sederhana</p> <p>4. Menggaris bawahi The Simple Past Tense dan Jenis Verb tertentu dalam teks.</p> <p>5. Membaca nyaring teks descriptive dan recount dengan ucapan, tekanan dan intonasi yang baik dan benar</p> <p>6. Tanya jawab berbagai -informasi seperti: Informasi rinci,</p>	<p>1. Mengidentifikasi kosa kata terkait dengan teks descriptive dan recount.</p> <p>2. Melafalkan kosa kata terkait dengan teks descriptive dan recount.</p> <p>3. Menggunakan kosa kata terkait dalam kalimat-kalimat sederhana.</p> <p>4. Mengidentifikasi tata bahasa terkait dengan The Simple Past Tense dan Jenis Verb</p> <p>5. Membaca nyaring teks descriptive dan recount. dengan ucapan, tekanan dan intonasi yang baik dan benar</p>	<p>Tes lisan</p> <p>Tes tulis</p> <p>Tes tulis</p> <p>Unjuk kerja</p> <p>Tes tulis</p> <p>Tes lisan</p>	<p>Melengk api tabe</p> <p>Melengk api kalimat rumpang Membuat kalimat</p> <p>Performa nce</p> <p>Pertanya n pemaha man bacaan</p> <p>Melengk api teks</p>	<p>Classify these words into the right column</p> <p>Comple t e the sentences with the simple present tense or the simple past tense Write down seven things that you did last Sunday</p>	18x40 menit	<p>1. Bahan-bahan rekaman (cassette, CD, DVD)</p> <p>2. Buku teks yang relevan</p> <p>3. Gambar yang relevan.</p>



6.1.

Mengungkapkan makna dan langkah-langkah retorika dalam esei perbandingan dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam komunikasi interpersonal dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa

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tall at birth. It can stand up by itself with in a few minutes after birth and can run well in about two days.

The giraffe has two methods of self protection. If something frightens an adult giraffe, It can gallop away at about fifty kilometers per hour or stay to fight with its stronger legs.

Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we need a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summery, the trip was mostly enjoyable. This place is so impressive with its marine life.

informasi tersirat, informasi factual, makna kata yang terdapat dalam teks descriptive dan recount

7. Mendiskusikan langkah- langkah retorika teks descriptive dan recount

8. Mendiskusikan tujuan komunikatif teks berbentuk descriptive dan recount

9. Menyusun kalimat acak menjadi teks yang padu berbentuk descriptive dan recount

10. Membuat draft sebuah teks berbentuk descriptive dan recount secara berkelompok.

11. Membuat draft sebuah teks berbentuk descriptive dan recount secara individu.

13. Mendiskusikan draft tersebut dengan guru.

14.Merevisi draft teks berbentuk descriptive dan recount berdasarkan masukan guru.

15.Memamerkan produk teks yang telah diciptakan

6. Mengidentifikasi berbagai informasi yang terdapat dalam teks descriptive dan recount

7. Mengidentifikasi langkah – langkah retorika teks descriptive dan recount.

8. Mengidentifikasi tujuan komunikatif berbentuk descriptive dan recount.

9. Menyusun kalimat acak menjadi sebuah paragraph

10. Menyusun paragraph menjadi sebuah teks yang padu berbentuk descriptive dan recount.

11.Menulis sebuah teks berbentuk descriptive dan recount.

12. Memamerkan produk teks berbentuk descriptive dan recount.

Unjuk kerja

Unjuk kerja

Produk

Menyusun kalimat

Menulis

Hasil karya

Read the text aloud!

Answer the following questions based on the oral text.

Choose the right answer with the word provided.

Rearrange the sentences into good paragraph.

Write a descriptive/ recount text!

Display your text in front of the classroom.

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LESSON PLAN

School : State Junior High School 17 Pekanbaru
 Subject : English
 Class/Semester : VIII/II
 Meeting : 1
 Time Allocated : 2 x 40 Minutes
 Skill : Writing

I. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text inform descriptive and recount related to environment and to access knowledge.

II. Basic competence

- 12.2 Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts
5. Students are able to identify communicative purpose of texts.

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6. Students are able to create a descriptive text

Learning Materials

1. Materi ajar

➤ Definition:

Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

- Identification
- Description

➤ Language features

- Using Adjective
- Using compound adjective
- Using present tense

2. Modeling of Text:

My dog, Brownie

I have a pet. It is a dog and I call it Brownie. Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday, it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

VI Learning Method: Discussion and Ripple Writing

VII Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher provides students with wri

2. Whilst Activities:

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1. The teacher gives students on groups, then creating a working identification from a topic which they got.
2. The students developing a sentence outline from a topic.
3. Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).
4. Next, the students researching based keywords.
5. After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.
6. And the last the students must edit their written text before showing in front of class.
7. Post Activities
 - a. The teacher responds to the students' activity and concludes the lesson
 - b. Teacher asks students about their difficulties during learning process.

VIII Teaching Media and Resources

1. Projector, speaker, laptop, and printed text.
2. Text book and Internet

IX Assessment

- a. Technique : Written test
- Instrument :

1. Write your name and your class own the provide answer sheets.

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2. Choose one of the interesting topics that you like based on the topics below and write in your paper :

- a. My house
- b. My pet
- c. My favorite artist
- d. My classmate

c. Final score

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the detail are relating to the topic.	3x
	3	The topic is complete and clear but the detail are almost relating to the topic.	
	2	The topic is complete and clear but the detail are not relating to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20% - Identification - Description	4	Identifications is complete and description are arranged with proper connectives.	2x
	3	Identifications is almost complete and descriptions are arranged with almost proper connectives.	

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	2	Identifications is not complete and descriptions are arrange with misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1,5x
	3	Few misused of vocabularies, word form but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Mechanics (M) 15%	4	It uses correct spelling, punctuation, and capitalization.	1,5%

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<ul style="list-style-type: none"> - Spelling - Punctuation - Capitalization 	3	It has occasional error of spelling, punctuation and capitalization.
	2	It has frequent errors of spelling, punctuation and capitalization.
	1	It is dominated by errors of spelling punctuation and capitalization.

Pekanbaru, February 15, 2021

Known by,
English Teacher

Researcher

Hertuti S.pd,

NIP. 196809081994032004

Fani Sukma Dewi

NIM. 11314203901

Headmaster of
Junior High School 17 Pekanbaru

Abdullah, S.Pd,

NIP. 1964402021983092001

UIN SUSKA RIAU

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LESSON PLAN

School : State Junior High School 17 Pekanbaru
 Subject : English
 Class/Semester : VIII/II
 Meeting : 2
 Time Allocated : 2 x 40 Minutes
 Skill : Writing

I. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text inform descriptive and recount related to environment and to access knowledge.

II. Basic competence

- 12.2 Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts
5. Students are able to identify communicative purpose of texts.

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State Islamic University of Sultan Syarif Kasim Riau

V.

6. Students are able to create a descriptive text
- Learning Materials

1. Materi ajar

➤ Definition:

Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

- Identification
- Description

➤ Language features

- Using Adjective
- Using compound adjective
- Using present tense

2. Modeling of Text:

Read the following texts carefully and answer the questions!

Vanessa Mae is a famous musician. She is only sixteen years old, but she is a world-famous violinist. When she plays classical violin concertos on her electric violin, the world listens.

Vanessa Mae is Thai-Chinese. Her mother is Chinese and her natural father is Thai. She is from Singapore, but she now lives in London with her mother and her English step father.

VI. Learning Method: Discussion and Ripple strategy

VII. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher provides students with wri

2. Whilst Activities:

1. The teacher gives students on groups, then creating a working identification from a topic which they got.

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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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2. The students developing a sentence outline from a topic.
3. Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).
4. Next, the students researching based keywords.
5. After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.
6. And the last the students must edit their written text before showing in front of class.
7. Post Activities
 - a. The teacher responds to the students' activity and concludes the lesson
 - b. Teacher asks students about their difficulties during learning process

VIII. Teaching Media and Resources

1. Projector, speaker, laptop, and printed text.
2. Text book and Internet

IX. Assessment

- a. Technique : Written test
- b. Instrument :
Make short descriptive essay about your friend.
- c. Final score

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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the detail are relating to the topic.	3x
	3	The topic is complete and clear but the detail are almost relating to the topic.	
	2	The topic is complete and clear but the detail are not relating to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20% - Identification - Description	4	Identifications is complete and description are arranged with proper connectives.	2x
	3	Identifications is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identifications is not complete and descriptions are arrange with misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	

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Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1,5x
	3	Few misused of vocabularies, word form but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation - Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1,5%
	3	It has occasional error of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling	

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		punctuation and capitalization.	
--	--	---------------------------------	--

Known by,
English Teacher

Hertuti S.pd,
NIP. 196809081994032004

Headmaster of
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Abdullah, S.Pd,
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Pekanbaru, February 15, 2021

Researcher

Fani Sukma Dewi
NIM. 11314203901

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

LESSON PLAN

School : State Junior High School 17 Pekanbaru
 Subject : English
 Class/Semester : VIII/II
 Meeting : 3
 Time Allocated : 2 x 40 Minutes
 Skill : Writing

I. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text inform descriptive and recount related to environment and to access knowledge.

II. Basic competence

- 12.2 Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts
5. Students are able to identify communicative purpose of texts.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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6. Students are able to create a descriptive text

V. Learning Materials

1. Materi ajar

➤ Definition:

Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

- Identification
- Description

➤ Language features

- Using Adjective
- Using compound adjective
- Using present tense

2. Modeling of Text:

Read the following texts carefully and answer the questions!

YUTA

Yuta is one of the 150 International students at the ELC of Brigham Young University.

He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.

VI. Learning Method: Discussion and Ripple strategy

VII. Teaching Activities

1. Pre-Activities:

- a. Greetings

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- b. The teacher checks the attendance list
 - c. The teacher asks about students condition
 - d. The teacher provides students with wri

2. Whilst Activities:

1. The teacher gives students on groups, then creating a working identification from a topic which they got.
2. The students developing a sentence outline from a topic.
3. Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).
4. Next, the students researching based keywords.
5. After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.
6. And the last the students must edit their written text before showing in front of class.
7. Post Activities
 - a. The teacher responds to the students' activity and concludes the lesson
 - b. Teacher asks students about their difficulties during learning process.

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IX

1. Projector, speaker, laptop, and printed text.
2. Text book and Internet

Assessment

- a. Technique : Written test
- b. Instrument :

YUTA'S DESCRIPTION

Age :
Address :
Family :
Hobby :
Other informations :
.....
.....

Known by,
English Teacher

Hertuti S.pd,

NIP. 196809081994032004

Headmaster of

Junior High School 17 Pekanbaru

Pekanbaru, February 15, 2021

Researcher

Fani Sukma Dewi

NIM. 11314203901

Abdullah, S.Pd,

NIP. 1964402021983092001

State Islamic University of Sultan Syarif Kasim Riau

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LESSON PLAN

School : State Junior High School 17 Pekanbaru
 Subject : English
 Class/Semester : VIII/II
 Meeting : 4
 Time Allocated : 2 x 40 Minutes
 Skill : Writing

I. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text inform descriptive and recount related to environment and to access knowledge.

II. Basic competence

- 12.2 Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts
5. Students are able to identify communicative purpose of texts.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

6. Students are able to create a descriptive text

V. Learning Materials

1. Materi ajar

➤ Definition:

Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

- Identification
- Description

➤ Language features

- Using Adjective
- Using compound adjective
- Using present tense

2. Modeling of Text:

Read the following texts carefully and answer the questions!

Dea, Dea is a very good and helpful student. She is in Year Seven at Purnama Junior High School. She is very good at Mathematics, English and Science. Her friends often ask for her help to solve math problems. Now she is thirteen years old. She is tall. Her hair is long. She is not fat. She is diligent and kind. She is also helpful to her friends. She likes reading stories, cycling and playing badminton

VI. Learning Method: Discussion and Ripple strategy

VII. Teaching Activities

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list
- c. The teacher asks about students condition
- d. The teacher provides students with wri

2. Whilst Activities:

1 The teacher gives students on groups, then creating a working identification from a topic which they got.

2 The students developing a sentence outline from a topic.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).

Next, the students researching based keywords.

After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.

And the last the students must edit their written text before showing in front of class.

7 Post Activities

- a. The teacher responds to the students' activity and concludes the lesson
- b. Teacher asks students about their difficulties during learning process.

VIII Teaching Media and Resources

1. Projector, speaker, laptop, and printed text.
2. Text book and Internet

IX Assessment

- a. Technique : Written test
- b. Instrument :

Answer the following question :

1. What kind of student is Dea?
2. What school does she go?
3. What subjects is she good at?

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4. How old is Dea?
5. How does she look?
- c. Final score
The correct answer = 20
Score = 5 x 20 = 100

Known by,
English Teacher

Hertuti S.pd,
NIP. 196809081994032004

Headmaster of
Junior High School 17 Pekanbaru

Abdullah, S.Pd,
NIP. 1964402021983092001

Pekanbaru, February 15, 2021

Researcher

Fani Sukma Dewi
NIM. 11314203901

UIN SUSKA RIAU

LESSON PLAN

School : State Junior High School 17 Pekanbaru
 Subject : English
 Class/Semester : VIII/II
 Meeting : 5
 Time Allocated : 2 x 40 Minutes
 Skill : Writing

I. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text
inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text
inform descriptive and recount related to environment and to access knowledge.

II. Basic competence

- 12.2 Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

III. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

IV. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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5. Students are able to identify communicative purpose of texts.

6. Students are able to create a descriptive text

Learning Materials

1. Materi ajar

➤ Definition:

Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

- Identification
- Description

➤ Language features

- Using Adjective
- Using compound adjective
- Using present tense

2. Modeling of Text:

Read the following texts carefully and answer the questions!

My Bombi

Bombi is my playful black cat. My Bombi is small but fat. It has soft fur. The fur is black. Bombi has long tail. Its eyes are round. It looks cute. It is always near me.

This cat is always playful. It likes playing with anything. It sometimes plays with me. It likes playing with a ball very much. It is very clever. Sometimes it is very naughty.

VI. **Learning Method:** Discussion and Ripple strategy

VII. **Teaching Activities**

1. Pre-Activities:

- a. Greetings
- b. The teacher checks the attendance list

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- c. The teacher asks about students condition
 - d. The teacher provides students with wri
2. Whilst Activities:
1. The teacher gives students on groups, then creating a working identification from a topic which they got.
 2. The students developing a sentence outline from a topic.
 3. Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).
 4. Next, the students researching based keywords.
 5. After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.
 6. And the last the students must edit their written text before showing in front of class.
7. Post Activities
- a. The teacher responds to the students' activity and concludes the lesson
 - b. Teacher asks students about their difficulties during learning process.



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VIII. Teaching Media and Resources

1. Projector, speaker, laptop, and printed text.
2. Text book and Internet

IX. Assessment

- a. Technique : Written test
- b. Instrument :

Read the following text and identify:

1. The goal of the text
2. The text parts (identification and description)!
3. All the adjectives

Pekanbaru, February 15, 2021

Known by,
English Teacher

Researcher

Hertuti S.pd,

NIP. 196809081994032004

Fani Sukma Dewi

NIM. 11314203901

Headmaster of
Junior High School 17 Pekanbaru

Abdullah, S.Pd,

NIP. 1964402021983092001

UIN SUSKA RIAU



LESSON PLAN

: State Junior High School 17 Pekanbaru

: English

: VIII/II

: 6

: 2 x 40 Minutes

: Writing

A. Standard Competence

11. Understanding the meaning of functional text and monologue/essay text inform descriptive and recount related to environment and to access knowledge
12. Express the meaning of functional text and monologue essay text inform descriptive and recount related to environment and to access knowledge.

B. Basic competence

- a. Express the meaning and rhetoric monologue/essay text accurately, and fluently related to the environment and to access knowledge in form of descriptive text and recount text

C. Indicator

1. Identifying topic of texts
2. Identifying specific information of texts
3. Identifying generic structures of texts
4. Identifying meaning of words in texts
5. Identifying communicative purpose of texts

D. Learning objectives

1. Students are able to identify topic of texts
2. Students are able to identify specific information of texts
3. Students are able to identify generic structure of texts
4. Students are able to identify the meaning of words in texts
5. Students are able to identify communicative purpose of texts.
6. Students are able to create a descriptive text

E. Learning Materials

1. Materi ajar

➤ Definition:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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Descriptive text is a text to describes a particular person, place, or thing.

➤ Generic structure of the texts:

Identification

Description

➤ Language features

Using Adjective

Using compound adjective

Using present tense

2. Modeling of Text:

3. My Mother

Hai friends, I have mother, my mother is a beautiful person. She is Indonesian and her name is Husna.

She is not tall but not short, and she has curly hair. Her eyes color is like honey and her color skin is light brown, and she has a beautiful smile. Her weight is 120 kg. She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She is a very organized person and all things in the house are in the right place. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always give me a kiss, and also when the family have problem she always be with us to helps us and to give us all her love.

I love my mother so much, she is the best mother in the world.

F. **Learning Method:** Discussion and Synectics strategy

G. **Teaching Activities**

1. Pre-Activities:

Greetings

The teacher checks the attendance list

The teacher asks about students condition

The teacher provides students with wri

2. Whilst Activities:

1 The teacher gives students on groups, then creating a working identification from a topic which they got.

2 The students developing a sentence outline from a topic.

3 Then, the students assessing the potential sources of evidence for body development (Ripple Strategy).

4 Next, the students researching based keywords.

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5 After that, the students expanding a writing skeleton into a full working outline (comprehensive plan) and, editing for single error and presenting with support material. It means that procedures of Ripple Writing Strategy starts from students create a description from what is a topic chosen to develop their ideas into written text. Before they write, they must prepare an evidence source to build writing skeleton to become a good paragraph.

6 And the last the students must edit their written text before showing in front of class.

7 Post Activities

- The teacher responds to the students' activity and concludes the lesson
- Teacher asks students about their difficulties during learning process..

H. Teaching Media and Resources

- Projector, speaker, laptop, and printed text.
- Text book and Internet

I. Assessment

- Technique : Written test
- Instrument :

- Write your name and your class own the provide answer sheets.
- Choose one of the interesting topics that you like based on the topics below and

write in your paper :

- My house
- My pet
- My favorite artist
- My classmate

c. Final score

Aspect	Score	Performance Description	Weighting
Content (C) 30% -Topic -Details	4	The topic is complete and clear and the detail are relating to the topic.	3x
	3	The topic is complete and	

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		clear but the detail are almost relating to the topic.	
	2	The topic is complete and clear but the detail are not relating to the topic.	
	1	The topic is not clear and the details are not related to the topic.	
Organization (O) 20% - Identification - Description	4	Identifications is complete and description are arranged with proper connectives.	2x
	3	Identifications is almost complete and descriptions are arranged with almost proper connectives.	
	2	Identifications is not complete and descriptions are arrange with misuse of connectives.	
	1	Identifications is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G) 20% - Use present tense - Agreement	4	Very few grammatical or agreement inaccuracies.	2x
	3	Few grammatical or agreement inaccuracies	

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		but not affect on meaning.	
	2	Numerous grammatical or agreement inaccuracies.	
	1	Frequent grammatical or agreement inaccuracies.	
Vocabulary (V) 15%	4	Effective choice of words and word forms.	1,5x
	3	Few misused of vocabularies, word form but not change the meaning.	
	2	Limited range confusing words and word form.	
	1	Very poor knowledge of word, word form and not understandable.	
Mechanics (M) 15% - Spelling - Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization.	1,5%
	3	It has occasional error of spelling, punctuation and capitalization.	
	2	It has frequent errors of spelling, punctuation and capitalization.	
	1	It is dominated by errors of spelling	



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		punctuation and capitalization.	
--	--	---------------------------------------	--

Known by,
English Teacher

Hertuti S.pd,

NIP. 196809081994032004

Pekanbaru, February, 2021

Researcher

Fani Sukma Dewi

NIM. 11314203901

Headmaster of
Junior High School 17 Pekanbaru

Abdullah, S.Pd,

NIP. 1964402021983092001

UIN SUSKA RIAU



DIRECTION :

1. The test is conducted to know students' writing ability on descriptive text at the eighth grade of SMPN 17 Pekanbaru
2. This test only used for a research purpose, and it will not influence your score
3. Thankyou for your participation for doing this test

INSTRUCTION:

1. Write your name and your class in the provide answer sheet
2. Choose one of your interesting topics that you like based on the topics below:
 - a. My house
 - b. My pets
3. Revising your writin before the time is up

1. Hak Cipta Dilindungi Undang-Undang
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- Descriptive text -

My idol is Cristiano Ronaldo. We can call him as Ronaldo. But Real Madrid's fans often him CR7. CR is the abbreviation of Cristiano Ronaldo and 7 is his shirt number.

Cristiano Ronaldo is like a prince because he is handsome man and good skill of football.

My idol is Cristiano Ronaldo. We can call him as Ronaldo. But Real Madrid's fans often him CR7. CR is the abbreviation of Cristiano Ronaldo and 7 is his shirt number. Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Manchester United.

C	2
O	2
6	3
V	3
M	2

C	3
O	3
6	3
V	3
M	3

My Friend

I have a friend, her name is Terekenika
 Angina Putri Simanjuntak, ~~she~~ I call she ~~Ter~~
 Teren. She is fourteen years old. She always cheerful.
 She is very good. She has long hair very
 beautiful. She use eyeglasses. She has flat nose, she
 has face chubby. She is my friend.

C 2
 O 2
 G 2
 V 2
 M 2

My ~~Idol~~ Idol

I have ~~Idol~~ Idol. She is name Syana.
 Syana is like a Barbie because she is like me, she is
 very beautiful, and have a good voice.
 She is very smart, she is can use song,
 she have body is like Miss Universe because she like me.

C 2
 O 2
 G 1
 V 2
 M 2

Description about my idola "Johnny Orlando"

Johnny Orlando

Johnny Orlando or Johnny Vincent Orlando is a singer in Canada.

Johnny born at 24 January 2003 in Ontario, Canada. He has a green eyes, height 168cm, white skin, and his hair is light brown.

A favorite foods a Canada food, this favorite colour is blue. He like singing from six years. Now him a famous singer. And "Found my girl" is my favorite song.

Johnny Orlando

Johnny Orlando is my idola. He is a singer in Canada. He is a handsome boy. He born in Ontario, 24 January 2003.

Johnny is like that because he is favorite Accessories. Johnny like song from six years old. And him a nice brother

Kevin Gungora

- my favorite artist ~~the~~ Kevin Gungora, my class mate, he has tall body he is 170cm He has black hair.
- He always wears black t-shirt, he is fine he is smart, he is helpful, he is generous and he is diligent.

C	2
O	2
G	2
V	2
M	1

Descriptif Neymar

Neymar is a footballer from Brazil who is playing for Spanish club, Barcelona since 2013.

Neymar is a great footballer. He plays offensively. He is explosive enough and often scores for his team.

C	2
O	2
G	2
V	2
M	1

The score of the Students' Writing Ability of Control Class

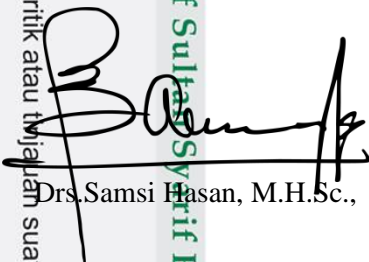
No	Student	Pre Test		Post Test	
		RATER 1	RATER 2	Rater 1	Rater 2
1	Student 1	25	50	50	60
2	Student 2	50	50	55	60
3	Student 3	70	70	65	55
4	Student 4	40	60	35	55
5	Student 5	35	50	30	55
6	Student 6	25	50	55	65
7	Student 7	35	50	60	60
8	Student 8	35	35	60	60
9	Student 9	30	50	40	60
10	Student 10	40	60	40	60
11	Student 11	30	50	65	50
12	Student 12	50	50	65	60
13	Student 13	35	60	60	60
14	Student 14	45	60	45	50
15	Student 15	25	25	65	60
16	Student 16	35	50	45	65
17	Student 17	40	50	40	70
18	Student 18	50	65	40	55
19	Student 19	50	70	35	70
20	Student 20	50	75	60	80
21	Student 21	45	50	35	65
22	Student 22	65	45	55	60
23	Student 23	50	50	60	70
24	Student 24	70	75	50	60
25	Student 25	40	35	55	55
26	Student 26	55	60	45	70
27	Student 27	55	65	55	55
Total		1317,5		1505	
Mean		48,7963		55,74074	

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State Islamic University of Sulthassyrfif Kasim Riau

Rater 1



Drs. Samsi Hasan, M.H.Sc.,

Rater 2



Cut RaudhatulMiski, S.Pd., M.Pd.,

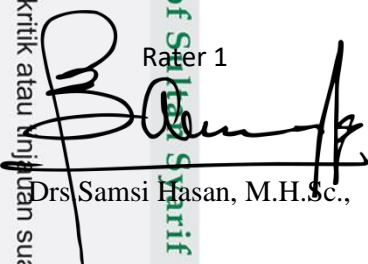
Pekanbaru, February 15, 2021

The score of experimental class

NO	STUDENT	PRE TEST		POST TEST	
		RATER 1	RATER 2	RATER 1	RATER 2
1	STUDENT 1	70	75	70	85
2	STUDENT 2	40	70	50	70
3	STUDENT 3	60	45	60	75
4	STUDENT 4	35	50	70	55
5	STUDENT 5	65	65	65	75
6	STUDENT 6	60	70	65	65
7	STUDENT 7	55	65	65	85
8	STUDENT 8	50	65	75	65
9	STUDENT 9	40	50	70	80
10	STUDENT 10	35	50	50	75
11	STUDENT 11	50	50	45	70
12	STUDENT 12	25	85	65	90
13	STUDENT 13	60	65	70	85
14	STUDENT 14	60	50	55	70
15	STUDENT 15	45	50	45	80
16	STUDENT 16	45	50	55	75
17	STUDENT 17	55	90	70	65
18	STUDENT 18	35	60	60	85
19	STUDENT 19	40	60	50	65
20	STUDENT 20	60	65	75	70
21	STUDENT 21	65	50	60	75
22	STUDENT 22	60	50	50	85
23	STUDENT 23	70	65	60	75
24	STUDENT 24	65	85	65	65
25	STUDENT 25	30	50	70	85
26	STUDENT 26	60	50	70	80
27	STUDENT 27	65	65	70	60
28	STUDENT 28	60	65	65	70
29	STUDENT 29	65	55	70	85
30	STUDENT 30	40	35	60	80
TOTAL		1682.5		2057.5	
MEAN		56.08		68.58	


Pekanbaru, February 15, 2021

Rater 1



Drs Samsi Hasan, M.H.Sc.,

Rater 2



Cut RaudhatulMiski, S.Pd., M.Pd.,

- Hak Cipta Dilindungi Undang-Undang**
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State Islamic University of Samsi Syarif Kasim Riau



PEMERINTAH PROVINSI RIAU

... KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fik.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/1347/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 15 Februari 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FANI SUKMA DEWI
NIM	: 11314203901
Semester/Tahun	: XIV (Empat Belas)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Use of Ripple Writing Strategy on Teaching Writing Descriptive Text at The Eight Grade of SMPN 17 Pekanbaru
Lokasi Penelitian : SMPN 17 Pekanbaru
Waktu Penelitian : 3 Bulan (15 Februari 2021 s.d 15 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
NIP. 19740704 199803 1 001

Tembusan :
Rektor UIN Suska Riau



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/38781
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04/F.II/PP.00.9/1347/2021 Tanggal 15 Februari 2021**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|------------------------------------------------------------------------------------------------------------------------|
| 1. Nama | : FANI SUKMA DEWI |
| 2. NIM / KTP | : 113142039010 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE USE OF RIPPLE STRATEGY ON STUDENT'S WRITING ABILITY IN DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF SMPN 17 PEKANBARU |
| 7. Lokasi Penelitian | : SMPN 17 PEKANBARU |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 17 Februari 2021



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Walikota Pekanbaru
 Up. Kaban Kesbangpol dan Linmas di Pekanbaru
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan



Jl. Pembangunan 57B Kel. Kampung Melayu Kec. Sukajadi
Telepon : 0761 - 33880 email : smpn17pekanbaru@gmail.com

NPSN : 10403983

Nomor:424/SMPN17/II/2021/218

ABDULLAH S.Pd
NIP. 196401011983092001



PEMERINTAH PROVINSI RIAU

... KEMENTERIAN AGAMA

UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No 155 Km 18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fik.uinsuska.ac.id E-mail: eftak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/1347/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 15 Februari 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu'alaikum warahmatullahi wabarakatuh

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama	: FANI SUKMA DEWI
NIM	: 11314203901
Semester/Tahun	: XIV (Empat Belas)/ 2021
Program Studi	: Pendidikan Bahasa Inggris
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Dibuat di : Pekanbaru
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NPSN : 10403983

Nomor:424/SMPN17/II/2021/218

ABDULLAH S.Pd
NIP. 196401011983092001



CURRICULUM VITAE



Fani Sukma Dewi, was born on June 24th 1995 Pekanbaru. First daughter of Mr. Isman and Mrs. Asmawati. She has two young sisters Febi Aidilla and Faras Syahaznani. She finished her study at elementary school 028 Pekanbaru Kota and continue her high school to SMPN 2 Pekanbaru and Senior High School SERIRAMA YLPI Pekanbaru and finished it in 2013.

After finishing her study in High School, she continued her study at State Islamic University Sultan Syarif Kasim Riau (UIN SUSKA) Majoring in English Education, Faculty of Education and Teacher Training to get her Undergraduate Degree or S.Pd. on February 2021. She was doing KKN (KuliahKerjaNyata) in Desa Logas Tanah darat, Kuantan Singingi Regency and she was doing teaching practice (PPL) at Senior high School An nur on September 2017.

Finally, she followed Final Examination and her Thesis entitled: “The Use of Ripple Writing Strategy on Teaching Writing Descriptive Text at the Eight Grade of SMPN 17 Pekanbaru”.